

Literacy: As readers and writers, we will learn ...

- To demonstrate understanding of what has been read by retelling stories and narratives using our own words and recently introduced vocabulary.
- To say a sound for each letter in the alphabet and at least 10 digraphs.
- To read words consistent with phonic knowledge by sound-blending.
- To read aloud simple sentences and books that are consistent with phonic knowledge, including some common exception words.
- To write recognisable letters, most of which are correctly formed.
- To spell words by identifying sounds in them and representing the sounds with a letter or letters.
- To write simple sentences that can be read by others.

Physical development: As movers we will learn ...

- To negotiate space and obstacles safely, with consideration for ourselves and others.
- To demonstrate strength, balance and coordination when playing.
- To move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- To hold a pencil effectively in preparation for fluent writing – using a tripod grip in almost all cases.
- To use a range of small tools, including scissors, paint brushes and cutlery.
- To begin to show accuracy and care when drawing.

As home learners we will learn:

- To read my decodable phonics book to an adult at home.
- To find and share books that interest me. To enjoy being read to and responding to what I hear.
- To practice harder to read words.

Communication and Language: As communicators we will learn ...

- To listen attentively and respond to what we hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- To make comments about what we have heard and ask questions to clarify our understanding.
- To hold conversation when engaged in back-and-forth exchanges with adults or peers.
- To participate in small group, class and one-to-one discussions, offering our own ideas, using recently introduced vocabulary.
- To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.



The Federation of Fairfield Infant
and Colneis Junior School



Reception Curriculum Map

Summer 2
Growth

Understanding the World: As explorers, we will learn ...

- To know some similarities and differences between things in the past and now, drawing experiences from in and out of school.
- To explore the natural world around us, making observations and drawing pictures of animal and plants.
- To understand some important processes and changes in the natural world around them, including the season and changing states of matter.

Expressive Arts and Design: As creators, we will learn ...

- To safely use and explore a variety of materials, tools and techniques, experiments with colour, design, texture, form and function.
- To share our creations, explaining the process used and to start to think about what we could do to improve our work.
- To sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others.

Personal, social and emotional development: As people, we will learn ...

- To show an understanding of our own feelings and those of others, and begin to regulate behaviour accordingly.
- To set and work toward simple goals, being able to wait for what we want and control their immediate impulses when appropriate.
- To give focused attention to an adult, responding appropriately even when engaged in activity, and show ability to follow instruction involving several ideas or actions.
- To be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- To work and play cooperatively and take turns with others.
- To show sensitivity to our and to others' needs.

Maths: As mathematicians we will learn ...

- To have a deep understanding of number to 10, including the composition of each number.
- To subitise beyond 5.
- To automatically recall number bonds up to 5 and some number bonds to 10, including doubling facts.
- To verbally count beyond 20, recognising the pattern of the counting system.
- To compare quantities up to 10 in different contexts.
- To explore and represent patterns within numbers up to 10, including odds and evens, double facts and how quantities can be distributed equally.